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ABSTRACT

The Lyndon Baines Johnson High School in Austin, Texas, was designed to provide a responsive, individualized instructional climate at the high school level, partly because of tensions accompanying desegregation, high drop-out rates, and low achievement rates in basic skills. Evaluation of this program is intended to determine whether the educational design of the school is proving workable. The answer will be sought through an analysis of the educational program's objectives, using standard tests and a locally developed needs assessment instrument. The first year's evaluation, outlined in the document, is intended only to provide a baseline against which to measure the school's progress in the future. (Author/PGD)

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Coordinator, Office of Evaluation

LYNDON BAINES JOHNSON (LBJ)
HIGH SCHOOL

EVALUATION DESIGN

1974 - 1975

Jim Watkins
Project Evaluator

Cathy Martin
Process Evaluator

Charles Boyd
Process Evaluator

Approved: Freda M. Holley
Freda M. Holley, Ph.D.
Coordinator of Instructional Evaluation

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Office of Research and Evaluation
Austin Independent School District
6100 N. Guadalupe
Austin, Texas 78752
Phone: 451-6482

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I

PROGRAM SUMMARY

Program Description

Over the past few decades much has been done to create responsive, individualized instructional climates in this country's elementary schools and more recently in junior high or middle schools. Few efforts to carry out similar changes at the secondary level have occurred. Probably the most notable of those that have occurred have been the Adams School experiment in Portland, Oregon[1] and the Parkway School in Philadelphia. The LBJ High School in Austin was initiated as an effort to bring innovative concepts to the high school level in this city.

Stimulus for the LBJ effort was an awareness of needs at the high school level including increased tensions following court-ordered desegregation, drop-out rates that were high, and low achievement rates in basic skills areas for many students. Additionally it was becoming apparent that students educated in the increasingly individualized programs at the elementary and junior high school levels probably needed a different type of high school program.

First steps toward the LBJ program began with intensive planning more than two years before the school opened. The basic philosophy for the school was articulated. It's major aim was to be the personalization of a quality educational program. The two major factors contributing to the achievement of this goal were to be an organizational structure which would facilitate effective instruction and genuine human concern and an intensive, on-going training program for the entire staff. The philosophy was the base upon which the architecture of the school was developed. The physical plant in turn was to support a unique organizational structure in which the student body and administrative and faculty staff were to be divided into three "Houses." This division was to result in smaller student groups who would be more cohesive and closer knit "families" than the usual large student body. These physical and administrative designs are illustrated in the architectural designs and administrative charts given in Appendix A.

The principal was selected a full year prior to the opening of the new school and personally interviewed and selected the staff and faculty for his school. The administrative staff was selected far enough in advance that a number of them participated in planning a summer training program of some length and complexity.

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[1]John N. Williamson, "The Inquiring School," The Educational Forum, Part I 38, #3 (March 1974), p. 355-371; Part II, #4 (May 1974), p. 393-410.

Evaluation Design

Plans essentially called for the staff at LBJ to carry out their own research and evaluation activities. Eventually, however, the Office of Research and Evaluation was asked to conduct a limited external evaluation of their program. Since resources became available to implement this evaluation only after the opening of the school, no baseline data was assembled during the planning year, and it was evident that the first year's evaluation effort would essentially have to be directed toward establishing such baselines. The design will, thus, be longitudinal rather than cross-school comparative. Initial data will provide a base for increasing the precision of objectives currently stated in goal terminology.

Decision Questions to be Addressed by this Evaluation

I. System-Level Decision Questions

1. Should the program planning design used for LBJ be utilized for every new school?

2. Should all, part, or some of the architectural features used in LBJ be used in constructing other new schools? If so, which ones?

3. Should the content of the training programs of the type used at LBJ in the summer be replicated for other new schools or for existing schools?

4. Should future schools plan more carefully in any areas than did LBJ?

5. Should the administrative organization including the house plan used at LBJ be duplicated elsewhere?

6. Should any major changes in program philosophy and design occur at LBJ?

II. School-Level Decision Questions

1. Should supplementary training be given to the staff? If so, what type?

2. Should changes be made in the administrative organizational scheme?

3. Should school goals and objectives be stated more precisely?

4. Are additional types of central office support services needed?

5. Should major changes in the curriculum, both academic and human development, occur in order to maximize the possibility of achieving the major outcome objectives?

III

PROGRAM OBJECTIVES

The objectives to be considered in the evaluation of LBJ High School are summarized in Part A, Program Objectives Overview. These objectives are specified in greater detail in part B, Detailed Objectives.

The objectives which are being considered do not include all of the objectives of LBJ. Instead, this evaluation will examine only a few selected objectives which have been selected by the LBJ staff as being of paramount interest during LBJ's initial existence.

None of the objectives satisfy one of the standards of a good objective. The objectives do not state a criterion for determination of whether or not the objective has been accomplished. Such an objective which is both appropriate and realistic cannot be established in data vacuum. Without knowledge of the current state of affairs in areas of interest (such as reading achievement) the criterion for an objective might specify unreasonable performance level or even a performance that was already achieved.

Hence, the objectives discussed in this section do not provide criterion for performance, but they do identify the areas of interest. The evaluation design is essentially a needs assessment concerning these identified areas of interest. The information collected will serve as baseline data from which specific objectives with performance criteria can then be established for later years.

III. A

PROGRAM OBJECTIVES OVERVIEW

Needs	Outcome Objectives	Process Objectives	Input Objectives	Context Description
	I. Students will develop proficiency in basic skills as evidenced in achievement test performance in reading and math.	I.1 Teachers will implement individualized instruction. I.2 Teachers will maintain a positive classroom climate. I.3 Teachers will develop student positive attitudes towards basic skills classroom activities.	I.1 The LBJ administrators will arrange for staff development activities for teachers prior to and during the 1974-1975 school year. I.2 LBJ administrators will insure that a set of procedures for handling discipline problems are established and understood by all teachers. I.3 The LBJ administrators will insure that adequate learning materials and equipment are available to teachers. I.4 The LBJ administrators will insure that adequate planning by teachers can be accomplished. I.5 The LBJ administrators will insure that policy, curriculum and scheduling decisions are appropriate for teachers and students. I.6 The Director of School Plant will insure that the LBJ architectural arrangement will facilitate all other inputs and process. I.7 The LBJ administrators will insure that a program of home-schools relations is maintained.	

PROGRAM OBJECTIVES OVERVIEW

Needs	Outcome Objectives	Process Objectives	Input Objectives	Context Description
			I.8 The AISD Administration will insure that the pupil-teacher ratio is low enough that the process can be implemented.	
	II. Students will maintain a more positive attitude toward continued learning as demonstrated in a lower drop-out rate for LBJ than for the district average.	II.1 Through II.3 - same as I.1 through I.3 II.4 Teachers and administrators will support student sharing in school-level decision-making activities II.5 Teachers and administrators will have a program for soliciting, and dealing with, personal and other problems of students II.6 Teachers and administrators will have a program for providing informal instruction in non-basic skills. II.7 Each house principals will insure that a feeling of closeness exists among the students of that house.	II.1 Through II.8 - same as I.1 through I.8	
	III. Students will have a more positive attitude towards themselves and towards others, as evidenced by a performance as a self-other scale	III.1 Through III.7 - same as II.1 through II.7.	III.1 Through III.8 - same as II.1 through II.8.	

III. B

DETAILED PROCESS OBJECTIVES

I.1. Teachers will implement individualized instruction.

a. Teachers will assess learning needs of individual students.
b. Teachers will tailor learning objectives to fit individual learning needs.
c. Teachers will utilize a variety of instructional methods and materials to accomodate individual learning styles (including team teaching, use of learning contracts, learning stations, learning packets, use of lecture and open discussions, use of audio-visual materials, etc.).

I.2. Teachers will maintain a positive classroom climate.

a. Discipline problems will be handled in a non-disruptive manner (by Reality Therapy and other methods).
b. Teachers will conduct their class in such a way that students consider the class to be non-threatening.

I.3. Teachers will develop student positive attitudes toward basic skills classroom activities.

a. Teachers will maintain a "success" atmosphere.
b. Teachers will provide students with opportunities to use basic skills in relevant applications.
c. Teachers will utilize student suggestions concerning class objectives and activities.

II.1. - II.3. - Same as I.1. - I.3.

II.4. Teachers and administrators will support student-sharing in school-level decision-making activities.

a. All teachers and administrators will be familiar with student senate discussions and recommendations and will consider such input in their decision-making.
b. All teachers and administrators will follow-through on any individual student suggestions received to determine their feasibility.

II.5. Teachers and administrators will have a program for soliciting, and dealing with, personal and other problems of students.

II.6. Teachers and administrators will have a program for providing informal instruction in non-basic skills.

II.7. Each house principal will insure that a feeling of closeness exists among the students of that house.

DETAILED INPUT OBJECTIVES

I.1. The LBJ administrators will arrange for staff development activities for teachers prior to and during the 1974-1975 school year.

a. LBJ administrators will insure that formal staff development activities are useful to teachers in implementing all processes described.
b. LBJ administrators will insure that additional staff development needs of individual teachers are met.

I.2. LBJ administrators will insure that a set of procedures for handling discipline problems are established and understood by all teachers.

I.3. The LBJ administrators will insure that adequate learning materials and equipment are available to teachers.

a. The LBJ administrators will insure that a variety of materials and equipment are available to satisfy learning needs of different students.
b. The LBJ administrators will insure that for materials and equipment that must be shared by several teachers, the use of these materials and equipment will be scheduled so that all teachers will have access to them.

I.4. The LBJ administrators will insure that adequate planning by teachers can be accomplished.

a. The LBJ administrators will insure that time will be scheduled for individual and team planning efforts.
b. The LBJ administrators will insure that space will be made available for necessary team planning activities.

I.5. The LBJ administrators will insure that policy, curriculum and scheduling decisions are appropriate for teachers and students.

a. The LBJ administrators will insure that school-level decisions are made after input from teachers and students is obtained and considered.
b. The LBJ administrators will insure that teachers are granted sufficient autonomy in classroom curricular decision-making to adapt class activities to the needs of students.

I.6. The Director of School Plant will insure that the LBJ architectural arrangement will facilitate all other inputs and processes.

I.7. The LBJ administrators will insure that a program of home-school relations is maintained.

a. The LBJ administrators will insure that a communications program with LBJ parents is maintained to inform LBJ parents of the LBJ goals and rationale for these goals, and to inform LBJ parents of the current scholastic and social status of their children.
b. The LBJ administrators will insure that a program is maintained to solicit input from LBJ parents regarding LBJ goals and policies.

c. The LBJ administrators will insure that LBJ parents participate in the curricular and extra-curricular activities of LBJ student groups.

I.8. The AISD administrators will insure that the pupil-teacher ratio is low enough that the processes can be implemented.

IV. A DATA COLLECTION AND ANALYSIS
OVERVIEW OUTCOME OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
I. Students will develop proficiency in basic skills as evidenced in achievement test performance in reading and math.	California Achievement Test (CAT)	Stratified random sample of LBJ students, with each grade being one strata. Week of April 21, 1975	LBJ Evaluator	Descriptive	LBJ Evaluator
II. Students will maintain a more positive attitude toward continued learning as demonstrated in a lower drop-out rate for LBJ than for the district average.	AISD Drop-out Report	June 15, 1975	LBJ Evaluator	Descriptive	LBJ Evaluator
III. Students will have a more positive attitude towards themselves and towards others as evidenced by performance on a self-other scale.	Berger Acceptance of Self and Others' Scale	Stratified random sample of LBJ students, with each grade being one strata. Week of April 21, 1975	LBJ Evaluator	Descriptive	LBJ Evaluator

IV. B - DATA COLLECTION AND ANALYSIS
OVERVIEW-PROCESS OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation	Analysis Techniques	Person Responsible for Analysis
I.1 Teachers will implement individualized instruction.					
a. Teachers will assess learning needs of individual students.	(1) Parent Questionnaire Parents of LBJ students	Stratified Random Sample of 10% of LBJ Parents, with Each Grade Being One Strata Questionnaire To Be Mailed March 31, 1975	LBJ Evaluator	Descriptive	LBJ Evaluator
	(2) Student Questionnaire LBJ students	Stratified Random Sample of 10% of LBJ Students, with Each Grade Being One strata. Questionnaires To Be Administered During Week of April 7, 1975	LBJ Evaluator	Descriptive	LBJ Evaluator
b. Teachers will tailor learning objectives to fit individual learning needs.	(1) Same as I.1 a (1) (2) Same as I.1 a (2)				
c. Teachers will utilize a variety of instructional methods and materials to fit individual learning styles (including team teaching, use of learning contracts and learning stations, learning pockets,	(1) Same as I.1 a (2) (2) Classroom Observations LBJ Mathematics and English Teachers	Randomly Selected Teachers Through-out Spring Semester	LBJ Evaluator	Descriptive	LBJ Evaluator

DATA COLLECTION AND ANALYSIS
OVERVIEW-PROCESS OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
use of lecture and open discussions, use of audio-visual materials, etc.)					
I.2 Teachers will maintain a positive classroom climate.					
a. Discipline problems will be handled in a non-disruptive manner (by Reality Therapy and other methods.)	(1) Same as I.1. a(2) (2) Same as I.1. c(2)				
b. Teachers will conduct their class in such a way that students consider the class to be non-threatening.	(1) Same as I.1. a(1) (2) Same as I.1. a(2)				
I.3 Teachers will develop student positive attitudes towards basic skills classroom activities.					
a. Teachers will maintain a "success" atmosphere.	(1) Same as I.1. a(1) (2) Same as I.1. a(2)				
b. Teachers will provide students with opportunities to use basic skills in relevant applications.	(1) Same as I.1. a(1) (2) Same as I.1. a(2)				

DATA COLLECTION AND ANALYSIS
OVERVIEW-PROCESS OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
c. Teachers will utilize student suggestions concerning class objectives and activities.	(1) Same as I.1. a (2) (2) VAL - ED FIRO Scale (Teacher-Child: Control Subscale) Mathematics and English Teachers	Scale To Be Administered During Week of April 7, 1975 To All Teachers of Population	LBJ Evaluator	Descriptive	LBJ Evaluator
II.4 Administrators and Teachers will support student sharing in school-level decision-making activities.					
a. All teachers and Administrators will be familiar with student senate discussions and recommendations and will consider such input in their decision-making.	(1) Teacher Questionnaire All LBJ Teachers (2) Same as I.1. a (2)	To Be Administered During Week of April 7, 1975 To All Teachers	LBJ Evaluator	Descriptive	LBJ Evaluator
b. All Teachers and administrators will follow-through on any individual student suggestions received to determine their feasibility.	(1) Same as II.4. a(1) (2) Same as I.1. a(2)				

DATA COLLECTION AND ANALYSIS
OVERVIEW PROCESS OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
II.5 Teachers and administrators will have a program for soliciting, and dealing with personal and other problems of students.	(1) Same as I.1. a(1) (2) Same as I.1. a(2)				
II.6 Teachers and administrators will have a program for providing informal instruction in non-basic skills.	Same as I.1. a(2)				
II.7 Each house principals will insure that a feeling of closeness exists among the students of that house.	Same as I.1. a(2)				

IV. C DATA COLLECTION AND ANALYSIS
OVERVIEW INPUT OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
I.1 LBJ administrators will arrange for staff development activities for teachers prior to and during the 1974-75 school year.					
a. LBJ administrators will insure that formal staff development activities are useful to teachers in implementing all processes described.	Teacher Questionnaire All LBJ teachers	To Be Administered During Week of April 7, 1975 to All Teachers			
b. LBJ administrators will insure that additional staff development needs of individual teachers are met.	Same as I.1. a				
I.2 LBJ administrators will insure that a set of procedures for handling discipline problems are established and understood by all teachers.	Same as I.1. a				

DATA COLLECTION AND ANALYSIS
OVERVIEW INPUT OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
I.3 LBJ administrators will insure that adequate materials and equipment are available to teachers.					
a. The LBJ administrators will insure that a variety of materials and equipment are available to satisfy learning needs of different students.	Same as I.1. a				
b. The LBJ administrators will insure that for materials and equipment that must be shared by several teachers, the use of these materials and equipment will be scheduled so that all teachers will have access to them.	Same as I.1. a				
I.4 LBJ administrators will insure that adequate planning by teachers can be accomplished.					

DATA COLLECTION AND ANALYSIS
OVERVIEW INPUT OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
a. The LBJ administrators will insure that time will scheduled for individual and team planning efforts.	Same as I.1. a				
b. The LBJ administrators will insure that space will be made available for necessary team planning activities.	Same as I.1. a				
I.5 LBJ administrators will insure that curriculum and scheduling decisions are appropriate for teachers and students.					
a. The LBJ administrators will insure that school-level decisions are made after input from teachers and students is obtained and considered.	Same as I.1. a				
b. The LBJ administrators will insure that teachers are granted sufficient autonomy in classroom curricular decision-making to adapt class activities to the needs of students.	Same as I.1. a				

DATA COLLECTION AND ANALYSIS
OVERVIEW INPUT OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
I.6 The Director of School Plant will insure that the LBJ architectural arrangement will facilitate all other inputs and processes.	(1) Same as I.1. a (2) Administrator Questionnaire All LBJ Administrators	To Be Administered During Week of April 7 to All Administrators	LBJ Evaluator	Descriptive	LBJ Evaluator
I.7 The LBJ Administrators will insure that a program of home-school relations is maintained.					
a. The LBJ administrators will insure that a communications program with LBJ parents is maintained to inform LBJ parents of the LBJ goals and rationale for these goals, and to inform LBJ parents of the current scholastic and social status of their children.	Parent Questionnaire Parents of LBJ students	Stratified Random Sample of 10% of LBJ parents, with Each Grade Being One Strata Questionnaire To Be Mailed March 31, 1975	LBJ Evaluator	Descriptive	LBJ Evaluator
b. The LBJ administrators will insure that a program is maintained to solict input from LBJ parents regarding LBJ goals and policies.	Same as I.7. a				

DATA COLLECTION AND ANALYSIS
OVERVIEW INPUT OBJECTIVES

Objective	Instrument and Population	Times and Methods of Data Collection	Persons Responsible for: (1) Administration (2) Collection (3) Compilation)	Analysis Techniques	Person Responsible for Analysis
c. The LBJ administrators will insure that LBJ parents participate in the curricular and extra-cirricular activities of LBJ student groups.	Same as I.7. a				
I.8 The AISD administration will insure that the pupil-teacher ratio is low enough that the processes can be implemented.	AISD records				

V

INSTRUMENTS

A. Standardized Instruments

1. California Achievement Test (CAT)

This test is published by the California Test Bureau/McGraw-Hill. The test is designed for the measurement of school achievement in the area of reading ability (vocabulary, comprehension, total), and mathematics (computation, concepts, and problems, total).

The CAT generally measures:

1. the ability to understand the meaning of the content material presented
2. the performance of the student in applying rules, facts, concepts, conventions, and principles of problem solving in the basic curricular material
3. the level of performance of the student in using the tools of reading, mathematics, and language in progressively more difficult situations

The CAT standardization sample contained 203,684 students in Grades 1 - 12 from public and Catholic schools in 36 states. Forty-five schools from the Southwest (Arizona, New Mexico, Oklahoma, and Texas) were used in the standardization.

2. Educational Values Questionnaire (VAL-ED)

This test is published by the Consulting Psychologists Press, Inc. The test is designed to measure the educational values held by members of different groups (teachers, administrators, etc.) with regard to different aspects of education. The aspects covered include the relationships between different groups of people involved in education (students, teachers, administrators, and the community). Two other aspects included in the questionnaire concern the importance of education in the community and the issue of whether the school should be responsible only for developing the student's mind or for developing the whole person.

B. Instruments Developed by the Office of Research and Evaluation

1. Decision Questions Instrument

This instrument was designed by Office of Evaluation staff to collect LBJ faculty and staff input regarding the decision questions to be addressed in the evaluation. Corresponding to each of the system-level and school-level decisions questions listed in Part II of this design, there are one or more questions on the instrument. Copies of this instrument are available in the Office of Research and Evaluation.

2. **Needs Assessment Instrument**

This instrument was designed by Office of Evaluation staff to collect input from LBJ students, parents, and teachers regarding current adequacy of implementation of each of the LBJ inputs, processed, and outcomes; and regarding descrepancies that might exist between current status and ideal status of each of there inputs, processes, and outcomes. Copies of this instrument are available in the Office of Research and Evaluation.